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SPOTLIGHT

on
School
Personnel
Services

COUNSELLING AND GUIDANCE BRANCH • Supervisor: T.R. Mott

Volume 4, Number 2

February, 1974

THE SCHOOL COUNSELLOR AS EDUCATOR

Doctor Harvey Zingle, Director of Clinical Services at the University of Alberta was the theme speaker for the Annual School Counsellor's Conference held in Calgary, October 26, 27. Dr. Zingle traced the historical development of school counselling in this province. Originally school guidance services were concerned with "crisis counselling", then moved to a "preventative (remedial) approach" and are presently focusing on a "developmental approach". The developmental approach is also preventative in that it stresses assisting children in developing adequate coping skills to avoid most crisis situations that they will encounter. The developmental model stresses the school counsellor's concern with the normal developmental needs of all students particularly their educational-vocational needs. Dr. Zingle predicted that if counsellors should decide to concentrate on giving therapy to troubled children and personal counselling at the expense of the priority areas (normal developmental concerns and educational-vocational counselling) then they will no longer exist in the schools within ten years as mental health centres will be able to perform the therapeutic function more effectively. School counsellors must have "an impact on the total

environment of the school, and provide something for every student".

Dr. Zingle said that the counsellor's knowledge about child development and behavior should be brought to bear on the school curriculum. The counsellor can work closely with teachers and assist them with classroom management by going into the classroom as an objective observer of student behaviors and modelling some of the skills and techniques which teachers can use effectively. Most importantly, the counsellor can influence staff attitudes toward children by trying to promote "a guidance orientation" in the school that stresses looking at children as people rather than just as students or numbers. Children should receive a lot more from school than just being taught to "fit in and get by".

Dr. Zingle advised counsellors to have a more positive attitude towards their careers. He indicated that the public sees counsellors as being an effective and necessary part of the school system. Counsellors should accept their role and work as effectively as possible with a positive attitude. One area in which this effectiveness suffers, however, is

related to the "concept of counselling time".

Dr. Zingle feels that counsellors are trained to deal with people and should devote their time to that; if part of their time must be allotted for teaching duties, then their effectiveness as counsellors must suffer.

In conclusion, Dr. Zingle emphasized that if teachers respond to students as individuals, aim at developing interpersonal relationships (communication), and are concerned with the affective as well as the cognitive aspects of the student, then counsellors can feel that they have been doing their job as educators.

Dr. E. K. Hawkesworth, Deputy Minister of Education, brought greetings from the provincial government and discussed the emphasis he felt counsellors should be placing on the various aspects of their role. The school counsellor must be able to provide service to the entire spectrum of the student population. This spectrum encompasses a broad range of values ranging from a permissive emphasis to the ultra-traditionalist emphasis. Students wish to retain their values for the most part and if the school counsellor is to be effective, he must recognize this fact and also know himself and his own value system.

Since school counsellors rarely have any extensive and recent first-hand industrial or business "work" experience it is highly imperative that they make every effort to up-date themselves and know the "current world of work scene" and to provide students with reliable and current vocational materials.

Dr. Hawkesworth also cautioned school counsellors to ensure that they are part of the total staff team of the school contributing to "do what the school does well".

Bruce Rawson, Chief Deputy Minister of Health and Social Development also addressed the conference delegates. Mr. Rawson discussed the interface of mental health services in Alberta with school counselling services. He emphasized the need for teamwork between school and community agencies. The school counsellor has to be especially careful with student referrals to other agencies since an alarmingly high percentage of referrals get "lost" in the process (either they never show up or they do not return after a first session). Referral procedures demand much greater interaction between individual professionals than is now the case.

An equally unfortunate practice is what Mr. Rawson calls "third partying". It seems that the number of professionals willing to take some final responsibility for a client's care is limited. A common practice is to refer the client from one service to another or to fragment the service he receives so that it is difficult to reassemble his case. The school counsellor can provide a valuable contribution to ensure that the student is not lost in the referral process.

Two areas where educators are not as involved as they should be are psychometric testing and family therapy. Mr. Rawson suggests that the skills for these functions exist within the school system and that the fragmentation within "helping" services could be thus lessened if school counsellors became more active in these areas.

Finally, Mr. Rawson suggests that because of the underdevelopment of helping services within the province at the present time, school counsellors cannot afford to see themselves in a purely consultant role. If they do, students who require their counselling skills will have no-where to turn. A greater involvement by school counsellors in the counselling process itself, both on a one-to-one and a team basis, will improve service to the school student in all facets of his development.



Howie worked for three years at Henwood, with the Alberta Alcoholism and Drug Abuse Commission, and for several years at Ponoka, with the Division of Mental Health.

While working at Henwood, Howie was haunted by the feeling that a great deal could be accomplished earlier in people's lives, thus motivating a desire to work with younger people. The impressions, made on Howie, while at Henwood, led him into Education.

"Perhaps one of my favorite "things" is the growing awareness that young adults tend to have very poor images of themselves. I am very pleased with the response of students to any form of program aimed at righting this situation. I have found the most powerful force toward this end is brought about by a combined effort of the teaching staff".

" We did a bit of "pioneering" this year when we initiated the "Henwood Student Seminars". To date, Yellowhead School Division has sponsored forty high school students for a week-long experience in Alcohol and Drug Education. Our aim was to create our own "Resource Personnel". I consider the experience an unqualified success, and we have booked four Seminar dates for 1974".

The Johnston family, wife Gail, sons Leath thirteen years and Danny nine years, enjoy many outdoor activities as a family. They fish, hike, take a few pictures, do some competitive shooting, and are partners in a registered trapline, about one-hundred miles in area.

This is Howie's second year at Parkland Composite High School, in Edson, Alberta.

SPOTLIGHT ON - DR. S. G. SOUCH



New Director Appointed

Dr. S. G. (Stan) Souch assumed his duties as Director of Student Services for the Department of Advanced Education on December 1, 1973. In addition to his former work as Supervisor of the Adult Vocational Training Centre in Edmonton (AVC), Stan has had experience as a public-school teacher, counsellor, and counsellor-educator.

Student Services Developments

The Department of Advanced Education, through the enactment of the Advanced Education Act (Bill 33) was given the responsibility of providing the leadership, co-ordination, and service necessary to ensure the efficient development of an effective system of advanced education responsive to the needs of all Albertans. A Student Services Division of the Department has been established to assist in the fulfillment of this mandate. As is the case with

other Divisions of the Department, Student Services will develop policies, guidelines and procedures to govern its own operations as well as to manage the interface between the Department and institutions and among institutions where necessary.

Although the organizational structure of this Division is not yet finalized, the following functions have either been identified or are under active consideration:

1. The development and maintenance of a provincial system of post-secondary educational counselling and vocational guidance such that adequate information is provided to all adult Albertans on the educational, rehabilitative, and career opportunities available.
2. Consultation with senior officials of both federal and provincial government departments, inclusive of Education, Manpower and Labour, Indian Affairs, Health and Social Development, Northern Affairs, and Canada Manpower and Immigration, for coordinating activities which might be termed student services.
3. Consultation and cooperation with personnel responsible for counselling services provided by the public and separate school systems.
4. The provision of a consultative service to post-secondary counsellors. This activity will include obtaining,

collating, and interpreting information for dissemination to post-secondary counsellors. Such information would include educational opportunities and employment information and projections as provided by other agencies such as Alberta Manpower and Labour.

5. The monitoring and coordination of the activities of vocational counsellors attached to the regional offices of the Department of Advanced Education. This activity will include the development and maintenance of an assessment and referral/placement service for disadvantaged adults.
6. The provision of consultative services to the Minister's Advisory Committee on Student Affairs.

Dr. Souch has indicated that the Student Services Division is committed to working with the Department of Education as well as with other organizations and individuals in order to provide a truly comprehensive and integrated approach to guidance and counselling in Alberta. Dr. Souch further stated that "reputable people have long advocated a developmental approach in the area of student services and have recognized that counselling services are essential at all levels of public education. We have accepted the concept of life-long education and therefore must develop a system of student services to facilitate the attainment of this objective."

QUOTABLE

...."I know the schools have value for social reform and social interaction. I know they have value for economic growth. I know they have value for health improvement. I know they have value for safety education. But all of these are peripheral to the main purpose of the schools. When these peripheral matters reach the proportion of overshadowing the central purpose of the schools, then the schools become meaningless. And I believe this is one of the factors which led to a great deal of student protest and has led to a great

lack of credibility by the public in our schools. If I had my way, we would concentrate all our efforts on the main purpose - giving the student the basic skills and knowledge that will enable him to then direct his own learning for his lifetime."

- George Iannacone, superintendent of schools, Palisades Park, N. J. in the *Bulletin* of the Council for Basic Education.

Abstracted from "Education Summary" December 15, 1973.

In August 1972, the Department of Education approved an Innovative Project in the Foothills School Division. This project, designed to change and improve student attitudes, focuses on the implementation of the Glasser philosophy as its main thrust.

This approach is designed to motivate students to learn and to encourage schools to develop a success-oriented philosophy.

The first year of the project was confined to Okotoks. Inservice seminars for staff were designed to provide an opportunity for principals and teachers to develop a positive success-oriented philosophy of education and to illustrate classroom procedures with which to implement this philosophy. The seminars focused on how to create a school environment where staff and students deal realistically with their unique problems using resources actually available to them.

The project was evaluated and in a report issued in June, 1973, the following results were indicated.

- 1) Teaching techniques: Various techniques were explored, developed, and adapted. Examples are: classroom meetings, new testing techniques, new reporting techniques, method of student questioning improved, new routines for discipline, encouraging more responsibility in students, encouragement of group practices.
- 2) Discipline: The majority of teachers found Glasser's approach to solving discipline problems very

useful and reported fewer serious discipline problems.

- 3) Pupil Evaluation: A wide range of strategies were employed varying from objective tests, projects and portfolios of work to commitment books and report cards with comments only.
- 4) Pupil Attitudes: The majority of teachers felt that student attitudes towards learning were better than average.
- 5) Teacher and Administrator Attitudes: A large majority of staff felt that there was more teacher involvement with students and other teachers and that attitudes towards the school had changed in a positive direction.

Comments from staff members indicated that the overall morale had improved at the student, teacher and administrator level.

The recommendation of the evaluation was that the project be carried on in Okotoks and other schools in the division in 1973-74.

The first seminars of the 1973-74 school year were held September 20-21 with a leadership team of teachers from each school in attendance. The Seminar dates for this school year are November 7, 8; January 14, 15 and April 8, 9. After the seminars, the leaders go back to their own schools to work with their staff to introduce the program and adapt it to meet their particular needs.

Submitted by Jean L. Moore, Supervisor of Guidance, Foothills School Division #38

"SCHOOLS WITHOUT FAILURE" - A SUMMER WORKSHOP

The Professional Development Division of the B. C. Teacher's Federation sponsored a one week workshop (July 9-13) in Vancouver on "Schools Without Failure". Approximately 115 teachers from Alberta, British Columbia and the United States attended. An address from Dr. William

Glasser, author of the books, "Schools Without Failure", "Reality Therapy", and "The Identity Society" set the stage for the workshop.

The seminars emphasized involvement through the development of more effective

communication among staff members and with students. Some of the areas dealt with included:

1. Development of group leadership techniques with the seminar staff. The participants were divided into four groups each of which were divided into sub-groups for the purpose of developing these techniques while at the same time discussing the workshop topic.
 2. Discussion of the rationale behind success, not succeeding, and failure. Dr. Glasser's philosophy is that success breeds success, failure breeds failure, and the way schools are structured today, we define success as something open to only a small number of students. Reducing failure in our schools is a high priority task if we are to develop young people with positive self-concepts.
 3. Introduction of the open-ended class meeting as a method for increasing involvement for students and teachers within the school system.
 4. Examination of the concept of "The Identity Society" as a rationale for schools without failure. Young people, rather than being goal directed as in pre-World War II society, are now role directed. Causes of this change and its implications are many.
 5. Introduction of the reality therapy approach with stress on involvement and the building of positive self-concepts.
 6. Exploration of a variety of "success practices" which can be implemented in individual classrooms, especially in those which foster involvement.
- Submitted by L. J. McKenzie - Education Consultant in Guidance, Department of Education, Calgary Regional Office

THE INSTITUTE FOR REALITY THERAPY OF WESTERN CANADA

This Institute was formally opened in April, 1973. There are several Associates working out of this on a part-time basis covering the four western provinces. These people have been given intensive training in implementation of Glasser's ideas and are giving workshops in Western Canada.

In Alberta seminars are being held in the Foothills School Division, County of Warner, Faust and Elnora. Several one-day workshops are planned in other areas. Dr. Glasser will be speaking in Red Deer and Edmonton in February.

The following films are available from the Western Institute on a rental basis.

Identity Society, Reality of Success, Questions for Thinking, Glasser on Discipline Problems, Class Meeting on Class Meetings.

For more information contact:

Mr. John Keenan,
479 Arlington Road,
Calgary, Alberta. or

Mrs. Jean L. Moore
Supervisor of Guidance
Foothills School Division
Box 400,
High River, Alberta.

"If laughter is the sign of a successful group", says Lorraine Jones an Edmonton Counsellor, "then our discussion groups for mothers are very successful".

Lorraine Jones has been an elementary school counsellor for the Edmonton Catholic School Board for four years. She completed her Master's degree in Education Psychology at the University of Alberta over a year ago and is doing outstanding work with groups of children and parents in the two schools to which she is assigned, St. Matthew's and St. Angela's.

"In general", she says, "I see the role of a counsellor as that of an educator - part of the whole educational team, working with teachers, students and parents".

With teachers her aim is to teach effective democratic procedures in the classroom and to encourage teachers who have some understanding of children's behavior, but don't know what to do.

Together, they study Adlerian principles of behavior using Dreikur's book, Maintaining Sanity in the Classroom. Discussion focuses around such topics as behavioral goals, encouragement, logical consequences and techniques like the class council.

Lorraine also does some teacher consultation on an individual basis as well as case studies and parent-teacher conferences.

Lorraine sees some students on an individual basis, but most of her work is done in groups of 6-8 in grades 3-6. Her aim is to help students understand themselves and others, to explore feelings and attitudes and to develop social interest. Decision making is important too.

With parents, Lorraine aims at fulfilling the need for parent education in effective child rearing practices. "Two years ago a mother phoned and said that five of her neighbors got together for coffee every week and complained about the behavior of their children; would I meet with them and guide a discussion to help them understand their children and improve family relationships. So began our first parent study group. We used

Dreikur's book, Children the Challenge and met one afternoon a week for ten weeks to discuss such questions as: What can I do about my kids fighting? How can I help them to be more responsible? Johnny is too shy, what's wrong with him? How is it possible for children in one family to be so different?

Following the ten week program and a short leadership session, three of the mothers agreed to be discussion leaders for further parent groups and our enrollment grew to twenty-four.

"With a successful start in one school, I decided to begin parent study groups in my second school. We sent notes home with the students, inviting their parents to discuss the challenge of raising children. We had too many applications. After this ten week study group, four more mothers became group leaders. I am available as an advisor and coordinator. In September 1973, we had three groups meeting during the day, and one meeting in the evening. Already there have been several enquiries about our February groups".

Many of the mothers requested follow-up meetings. To date, approximately a hundred mothers have been involved. The mothers were asked to evaluate their experience and many requested follow-up meetings. To date: Approximately 75-100 mothers have been involved in parent groups.

"Our plans for 1974", Lorraine says, "include a Community Education Centre operating from one of the schools, and involving parents, teachers and other interested persons, under the leadership of the counsellor, sharing in the solutions to problems of human relationships in a given family. The counselling sessions are open to professional and lay persons alike, with the assumption that all attending are interested in learning more about how they might improve their own interrelationships; many may profit from the deliberations of a few".

Lorraine has also helped form an association for interested people called I. P. S. E. - Individual Psychology Society of Edmonton - for the purpose of education and coordination of efforts of all those interested in Adlerian Psychology and its application.

The executive of the Guidance Council met at Barnett House on Saturday, December 1st, 1973. The "work ethic" ruled the day. A heavy agenda was followed steadily from 9:00 a.m. to 3:30 p.m. without a break. President Lloyd West noted that the table officers of the Council hardly constituted a grass-roots representation of the counsellors of Alberta. He emphasized that as a member of the council since its formation, and as an elected officer he represented the membership, and was not a spokesman for the University of Calgary. With the assistance of an advisory committee, and in accordance with instructions outlined by the membership at the October conference, Lloyd undertook to respond to a letter from the Honorable Mr. Foster, Minister of Advanced Education.

President elect, Heleen Macleod undertook to chair a membership committee which will conduct a drive to recruit new members and will make recommendations regarding the award of life memberships in the council. Heleen also undertook to co-chair, with Terry Mott (Department of Education) a committee which will make a thorough study of the October conference and immediately start plans for our next annual conference. Any suggestions for our next conference should be sent to:

Heleen Macleod, Acting Director
Counselling Services
Edmonton Public School Board
EDMONTON, Alberta

Dr. Dave Merchant, the new editor of the Alberta Counsellor was unable to attend the meeting. In a letter of regret, he outlined some very exciting proposals for the future of the Journal. Dave will meet shortly with Lloyd West and John Clulee (past editor) in order to review the proposals and assume his new responsibilities.

You will have noticed the experimental logos which was used on the last issue of the Alberta Counsellor and on the October Conference brochure. Before we adopt an official logos for the council we would like your reaction and/or suggestions. Please send any comments regarding a Council logos to:

Mr. Bill Cousens,
5908 Dalright Hill North West
CALGARY, Alberta

Total membership in the Council as at August 31st, 1973 was 379. Watch it grow! Continue to read your Council News and do let your opinions be heard!

NEWS FROM THE UNIVERSITY OF ALBERTA

A new approach to counsellor education is being tried this year in the Department of Educational Psychology of the University of Alberta. It involves an "integrated" counsellor education program.

In the past, students in the counselling program were required to add to the central Ed. Psych. 512, Counselling Practicum, a course in personality and a course in the psychology of group interaction. Students took these at various times in their programs. This year these courses have been combined into one integrated program which gives students credit not only for Ed. Psych. 512, but for Ed. Psych. 515 (Personality Theory), 521 (Interpersonal Relationships in Education), and 598 (Issues in Specialized Forms of Counselling).

Four professors, Dr. Don Sawatzky, Dr. Peter Calder, Dr. George Fitzsimmons and Dr. William Hague form the staff assigned to this new program. Besides doing much of the

teaching, they meet weekly to review the program, which is aimed at giving the counsellor-to-be a wide range of experiences and information on such areas as interviewing skills, psychopathology, ethics, use of community resources, referral techniques, theories of counselling and personal development. In the second semester, a wide range of workshops presented by several Educational Psychology staff members will give students opportunities to choose such topics as: Family Counselling, Abnormal Psychology, Behavioral Techniques, and the experience of a group encounter. Other workshop topics will include Transactional Analysis, Hypnosis and Existential theory.

The keynote of the new approach is flexibility to meet the needs of the students by avoiding gaps and overlaps in their education as they take the counselling practicum and to prepare them well for the real world of the counsellor which they will soon enter.

FOCUS ON

THE COUNTY OF PARKLAND # 31

SCHOOL COUNSELLING SERVICES



Left to Right:

Neil McDowell, Martin Goerzen, Kris Katyal, Lynn Elliott, Nevis Lebranche, Clayton Reynolds, Terry Williamson, Jim Orioux, Sister Frances MacDougall, Wayne Turner, Aileen Monro, John Williamson, Tom Hutton, Dave Tjart.

Since its inception as a formal program in 1969 under the leadership of Neil W. McDowell, Director of Counselling and Special Education Services, the County of Parkland has developed a school counselling staff

of fourteen personnel for approximately 6400 students. At that time only three counselling personnel were employed and mainly involved in the dispensing of educational-vocational information. The present

service offers not only individual assistance in the area of personal-emotive counselling but has developed a comprehensive resource library of both occupational and post secondary educational materials. Two counsellors are doing extensive group work in areas such as behavioral problems, attitudinal cases, emotional adjustment difficulties, utilizing DUSO, Focus on Self, and other programs.

Counsellors are also involved to some degree in both educational and personality assessment work which is done in conjunction with the five Learning Disability Resource Room teachers who assist children with various learning disorders. Counsellors are instrumental in dealing with the needs of exceptional children. Neil McDowell, with the assistance of the school counselling staff, facilitates the educational placement of these students in appropriate programs, ranging from those that are vocational in nature to training for handicapped youngsters, of which many are placed in out of County institutions.

Attempts are being made at the senior high school level to have counsellors involved in the teacher advisorship role and to assist teachers in both the understanding and upgrading

of their own inter-personal skills. Inservice work is being done in this regard. Counsellors and outside resource personnel conduct workshops, on such topics as "individualization of instruction" and "behavior handling techniques" for teachers. The educational background of school counselling personnel varies and Neil emphatically points out that, not only is training at the graduate level including a good counselling practicum important, but the kind of personality that relates easily and effectively to students is essential to the success of a school counsellor. Five County of Parkland counsellors have M.ED. degrees in counselling with one certified as a registered psychologist and four counsellors are involved in graduate level work.

Plans for the future include more work along preventative lines at the elementary area which calls for a further increase in staff. With an emphasis on the "humanization of education", Neil looks to school counsellors and their skills as the significant vehicle in bringing about this desirable outcome.

The County of Parkland # 31 school jurisdiction covers the area 120 miles west and south of the Edmonton city limits and includes such centers as Spruce Grove, Stony Plain, and Drayton Valley.

A NEW SYNDROME APPEARS

Prof. J. L. Windle, Purdue University, says the American school system must share the blame for the widespread condition called "nobody-gives-a-damn syndrome" afflicting U.S. society today.

Windle, professor of management supervision at Purdue, is an authority on motivation. He says the answer to worker motivation lies in individual self-respect and not in changing jobs. "Self-respect is definitely not an industrial problem; it's an individual matter," he told the South Bend Community Corporation annual teachers' orientation meeting.

Some of the examples which he cited as showing a loss of self-respect were: supposedly cultured guests plucking crystals from chandeliers as souvenirs at the Kennedy Center for the Performing Arts in Washington, DC; youths spraying wild animals with paint and freeing rare birds in Des Moines, Iowa; ripping up park benches in national parks for firewood; and others.

How does one teach pride, character, good citizenship?

Abstracted from "Washington Counseletter" October, 1973.

VIDEO-TAPE MATERIAL

The following four video-tapes were produced by Access Television North with the cooperation of:

Speech Pathology and Audiology
Division, University of Alberta

Edmonton Separate and Public Schools

University of Alberta Hospital
Speech Clinic

Glenrose Hospital

Alberta School For The Deaf

The four video-tapes are:

1. Survey of the Problem. What effects does a speech and hearing handicap have on a child. A brief overview of some remedial procedures available. (30 minutes)
2. The Silent World. A more detailed examination of the hearing handicapped child. The film demonstrates testing procedures, remedial procedures and discusses the options available to parents with hearing handicapped children. (30 minutes)

SCHOOL COUNSELLOR SEMINARS

Seminars were sponsored by the Department of Education and the Canadian National Institute for the Blind, for school counsellors representing schools serving blind or visually impaired students and held in Edmonton and Calgary this fall. Despite poor weather and road conditions, these seminars were well attended. Resource people were available to provide counsellors with information concerning:

1. The Department of Education Resource Centre for the Visually Impaired and Consultant Service.
2. Employment oriented assessment for senior blind and visually impaired students.
3. Itinerant Teaching Service available to visually impaired students in the Edmonton Separate and Public Schools.
4. Eye Services, Mobility Training, and Employment Services provided by the C. N. I. B..
5. Recent developments in technology concerning the education of blind and visually impaired students.

3. It's Hard to Say. This film explores the different speech and language problems such as stuttering, cleft palate, articulation, and remedial procedures are demonstrated. (30 minutes)

4. Facilities Available. This film explores the extent of the problem, what facilities are available, how services can be obtained and what the needs are. The emphasis is on providing therapy services in the schools where most children can be treated effectively. (30 minutes)

If you require these video-tapes, send your request with blank video-tapes for dubbing to:

Curriculum Resources,
Audio Visual Services Branch,
Department of Education,
Devonian Building,
11160 - Jasper Avenue,
EDMONTON, Alberta.

School counsellors were commended for their good work with these students and encouraged to ask questions, to comment on information received and services rendered, as well as to put forth suggestions for increasing the usefulness of future seminars of this nature.

EXPLORATIONS IN CAREER PLANNING PROJECTS

Projects will be held in the following centres:

Westlock High School, February 27, 1974

Parkland Composite High School, March 5, 1974.

Wetaskiwin Composite High School, March 7, 1974.

Wainwright High School, March 12, 1974.

Louis St. Laurant Separate School,
March 19, 1974. (Edmonton)

Grande Prairie Composite High School,
March 26, 1974.

Crowsnest Consolidated High School,
April 2, 1974.

Willow Creek Composite High School,
April 3, 1974. (Claresholm)

FORTHCOMING CONFERENCES

Canadian Guidance and Counselling Association - Western Regional Conference

Palliser Hotel, Calgary, Alberta
May 30, 31, June 1, 1974.

Conference Theme:
Counselling ... In Action!

The theme "Counselling In Action" asks that presenters be prepared to share a program, skill technique, etc. with the audience. Therefore, presentations will take the form of workshops, demonstrations, audience involvement, or explanations of successful programs. To accommodate this type of presentation time blocks of 1, 2, 3, and 4 hours have been set aside.

Registration information can be obtained from:

Dr. Al Herman, Registration Chairman
CGCA Western Regional Conference
Department of Education Psychology
The University of Calgary,
CALGARY, Alberta
T2N 1N4

Alberta Annual School Counsellors' Conference

The conference is hosted jointly by the Alberta Teachers' Association and the Department of Education.

Red Deer, Alberta.
October 4, and 5, 1974.

Registration information should reach you in May. Direct your enquiries to:

Ms. Heleen Macleod, Acting Director
Counselling Services,
Edmonton Public School Board
EDMONTON, Alberta.

Counsellor Leadership Seminar

Alberta School For The Deaf, Edmonton
First two weeks in July, 1974.

Address enquiries to:

Dr. H. Zingle,
University of Alberta
89th Avenue & 114th Street
EDMONTON, Alberta.

Dr. J. Paterson,
University of Alberta
89th Avenue & 114th Street
EDMONTON, Alberta

Edmonton Regional Alberta Teachers' Association Conference

Friday, March 22, 1974 - evening
Saturday, March 23, 1974 - all day

The banquet will be held on Friday evening, with keynote speaker Dr. Charles Hellon, Director of Mental Health, Department of Health and Social Development.

Saturday will consist of six sessions, and the speakers, and their topics, are as follows:

Dr. John Mitchell - "Adolescent Energy"

John Wozney - "Drugs in the Community"

Marlene King) - "The Matching Model In
Lynn Keeley) - Counselling"

Dr. Jean Simmons - "Child Psychiatry
Practices"

Bernie Kucy - "Group Work"

Dr. Don Sawatzky - "Transactional
Analysis Seminar"

Seminars are run simultaneously so that delegates can participate in three sessions during the day.

Further details regarding the conference may be obtained from:

Dr. Norm Nichol,
Counselling Services N. A. I. T.
11762 - 106 Street,
EDMONTON, Alberta.

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